



## **ROLE OF EMOTIONAL INTELLIGENCE IN ACADEMIC SUCCESS OF HIGHER SECONDARY LEVEL STUDIES**

**Randhir, Ph. D.**

*Asst. Prof. of Bhartiya Teachers Training College, Dabla*

### **Abstract**

*Emotional Intelligence is relatively new concept in the field of psychology. The term Emotional Intelligence was coined by Salovey and Mayer (1990) and popularized by Goleman (1995). Both male as well as female, studying in various schools affiliated to CBSE, New Delhi formed the sample for the present study. The tools used for collecting the data is Emotional Intelligence Inventory developed and standardized by Mangal & Mangal for achievement the percentage obtained by the student in 12<sup>th</sup> class C.B.S.E. Data were analysed using Pearson's Product Moment Correlation and 2x2x2 Factorial Design ANOVA. A significant correlation between Emotional Intelligence. Achievement were also not found to be significantly correlated.*



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### **INTRODUCTION**

The concept of Emotional Intelligence is an umbrella term that captures a broad collection of individual skills and disposition usually referred to as soft skills or inter-personal skills, that are outside the traditional areas of specific knowledge, general intelligence and technical or professional skills.

### **EMOTIONAL INTELLIGENCE**

Emotional Intelligence has been operationally defined as: 'Emotional Intelligence consists of abilities such as being able to motivate one-self and persist in the phase of frustration. Its main areas are intra-personal awareness, inter-personal awareness, intra-personal management and inter-personal management'

### **ADJUSTMENT**

Adjustment has been operationally defined as : 'The process of finding and adopting modes of behaviour suitable to the environment or to the changes to the environment'.

### **OBJECTIVES**

The following are the objectives of the present study :

1. To find out the relationship between emotional intelligence and academic achievement of 12<sup>th</sup> graders.
2. To find out the relationship between academic achievement and adjust of the 12<sup>th</sup> graders.
3. To study the effect of the Emotional Intelligence Sex, Type of schools and their interaction on achievement.

### **HYPOTHESES**

For each objective corresponding null hypothesis was formulated.

1. There will be no significant relationship between Emotional Intelligence and Achievement of 12<sup>th</sup> grade students.
2. There will be no significant relationship between Emotional Intelligence Sex, types of school and their interaction on Achievement.

### **DELIMITATIONS OF THE STUDY**

1. The study is limited to only.
2. The study is limited to English medium schools affiliated to CBSE, New Delhi.
3. The study is limited to 12<sup>th</sup> grade students only.

The distribution of the sample has been presented in table.

### **STRATA-WISE, SEX-WISE AND DISCIPLINE-WISE DISTRIBUTION OF SAMPLE**

	BSP SCHOOL		NON-BSP SCHOOL		T O T A L				
<b>B O Y S</b>	1	0	0	1	0	0	2	0	0
<b>G I R L S</b>	1	0	0	1	0	0	2	0	0
<b>T O T A L</b>	2	0	0	2	0	0	4	0	0

### **TOOLS**

A researcher requires tools which may vary in their complexities, design, administration and scoring. For the present study the data was collected with respect of emotional intelligence, adjustment and achievement. The details of the tools used for this purpose have been provided under captions 1.2.3.

### **EMOTIONAL INTELLIGENCE**

To collect the data with respect of emotional intelligence, Mangal Emotional Intelligence Inventory (MEII) was applied. This inventory has been developed and standardized by Dr. S.K. Mangal and Mrs. Shubhra Mangal.

The test-retest reliability is 0.92.

## ACHIEVEMENT

No Special test was developed to measure the achievement of the sample. The percentage obtained by the students in XII- class C.B.S.E. Examination was treated as their achievement score.

**Table-1 Pearson's Product Moment Correlation For Emotional Intelligence And Achievement**

B e t w e e n	N	R	R e s u l t
M A L E S T U D E N T S			
E.I. and Adjustm4ent	2 0 0 0	. 1 2 7	Not significant
F E M A L E S T U D E N T S			
E.I. and Adjustm4ent	2 0 0 0	. 0 1 4	Not significant

## EFFECT OF OVERALL EMOTIONAL INTELLIGENCE, SEX, TYPE OF SCHOOL AND THEIR INTERACTION ON ACHIEVEMENT

**Table-2 Summary Of 2\*2\*2 Factorial Design Anova For Achievement**

S o u r c e	Sum of Squares	d f	Mean Sum of Square	F
Overall E.I (A)	1 5 2 . 7 7 8	1	1 5 2 . 7 7 8	1 . 0 8 9
S e x ( B )	1 7 2 . 2 7 2	1	1 7 2 . 2 7 2	1 . 2 2 8
Type of Sch. (C)	1 9 3 . 2 5 9	1	1 9 3 . 2 5 9	1 . 3 7 8
A * B	3 8 . 9 7 6	1	3 8 . 9 7 6	. 2 7 8
A * C	9 0 . 3 5 6	1	9 0 . 3 5 6	. 6 4 4
B * C	2 7 7 . 1 7 0	1	2 7 7 . 1 7 0	1 . 9 7 6
A * B * C	1 2 7 . 3 0 1	1	1 2 7 . 3 0 1	. 9 0 8
E r r o r	5 4 8 3 4 . 2 5 8	392	1 4 0 . 2 4 1	
T o t a l	1 8 3 9 1 0 3 . 7 9 5	399		

## FINDINGS

The findings obtained from the present investigation were:

1. No significant relation was found between E.I. and Achievement for both, male as well as female XII class students.
2. Overall E.I. was not found to have a significant impact on achievement of XII class students.
3. Sex, type of schools and their interaction also did not have significant impact on achievement of 12<sup>th</sup> class students.

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